

should suppress any truth, which the public interest required to be promulgated.

The inability of the Board to obtain the full and accurate knowledge indispensable to a compliance with the command of the General Assembly, to digest a plan for Common Schools, "suited to the condition and resources of the State," will constitute the most appropriate apology, for the partial and defective statements which will be offered in regard to them.

North Carolina extends over an area of 50,000 square miles or 32,000,000 of acres. In 1830 her population consisted of 472,843 whites, 19,543 free persons of color, and 245,601 slaves. The average aggregate population to the square mile was about 14 7-10, and of white population 9 4-10. The aggregate population in 1840 will probably be about 850,600, or 17 to the square mile, and the white population 550,000 or 11 to the square mile. The number of white children between the ages of five and fifteen years was in 1830 129,583—in 1840 the number will be about 150,000, or 3 to the square mile.

Accurate information, with respect to the proportion of our citizens who have received the benefit of a common school education, from their own resources, would shed great light upon our inquiries. The data at our command is vague and uncertain. The Hon. W. C. Johnson, of Maryland, in the course of a series of interesting observations on the subject of common schools, made in the House of Representatives of the United States, in February last, remarks that he has seen no report from North Carolina on this subject, but that it is obvious that she stands greatly in need of an improved system of education, from the fact that, out of one hundred and eleven voters who gave testimony, in relation to the contested election in the first session of the 22d Congress, twenty-eight made their marks; in other words, one third could not write their names. It must be remembered, however, that the Congressional District referred to is on our western frontier; and that although it certainly yields to no section of the State in the exhibition of mental and physical vigor; nevertheless owing to its comparatively recent settlement and the sparseness of its population, the means of education are less generally diffused than elsewhere.—The class of individuals too whose votes are most likely to be challenged are not always the most intelligent portion of the community. But after all proper allowances are made, the existence of such a fact in the most populous Congressional District in the State, and the one for which it will be most difficult to provide, in any general scheme of education, is startling. In 1840 more than one-eighth of the voters of the State will be found in this region. In the same district of country there